

Reflective Practitioners: Foreign-Language Teachers Exploring Self-Assessment

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Abstract

It is the professional and personal responsibility of teachers to analyze, evaluate, reflect on, and improve their classroom practice (Desimone & Garet, 2016). This paper introduces a guided teacher observation model which combines both self and peer-observations, designed for Foreign-Language (FL) teachers to evaluate their own classroom practice through video recording and directed reflection. Instructors' self-assessment statements that implement this model show that it enables teachers to identify and address their areas for improvement (Bailey, 1981; Barber, 1990; Zeichner & Liston, 2014; Spicer-Escalante & deJonge-Kannan, 2014). Moreover, this guided teacher observation model entails a dialogue between observed instructor and observers. It does not ignore peer-evaluations, but rather requires responsive and responsible observations that are merged later with the self-reflection written by the observed instructor. As research in the field shows, regularly implemented self-assessment averts negative performance appraisals and reduces the need for intervention by superiors (Barber, 1990), thus offering reflective practitioners a pathway not only to professional growth (Burns, 2015; Matsuda, 2015) but also to personal development. In our own research, this model has also served as an excellent tool to inform our peers about our discipline and about the complexities involved in the training of foreign language teachers.

Keywords

reflective practitioners, self-assessment, peer evaluation, reflective teaching, self-observation, guided reflection

1. Introduction

Historically, the practice of evaluating teaching performance based on Self-Assessment (SA) has been considered of little value and viewed as offering more problems than solutions for reflective practitioners (Barber, 1990). However, as research in the field shows, when SA is used wisely and regularly, based on a modification of philosophical attitude towards teaching, geared toward specific

outcomes, and carried out in collaboration with responsible and responsive peer-evaluations, it “can provide a powerful tool in improving the quality of teaching constantly sought by educators” (Barber, 1990, p. 216). We agree with previous researchers who advocate conceiving of SA not as a single concept, but rather as a thorough, complex, and comprehensive approach that entails multiple elements designed to fruitfully and effectively assess one’s own teaching performance for the purpose of self-improvement (Bailey, 1981; Barber, 1990; Roberts, 1998; Zeichner & Liston, 2014).

This article presents the evolution and design of the steps and strategies, supported by the research literature, that have guided our reflective practices over the last three years of working in Foreign Language (FL) teacher preparation. It will discuss the evolution of our proposed SA model, implemented at the university level in diverse contexts, including both undergraduate and graduate students. We conceive of SA as a dialectical circle, in which all parts are interrelated and constantly nurture and transform each other. According to Reagan and Osborn (2002, p. 22), “reflective practice can best be understood as a cyclical process, moving from reflection-for-practice through reflection-in-practice and on to reflection-on-practice, which then leads on to new reflection-for-practice”. In a similar vein, Schön (1983, 1987) has described SA as based on a continual and constant reflection-*on*-action and reflection-*in*-action. Reflective teachers “internalize the disposition and skills to study their teaching and become better at teaching over time, a commitment to take responsibility for their own professional development” (Zeichner & Liston, 2014, p. 6). Thus, we view self-assessment and reflective practice as joint requirements of professional development.

In the first section of this article, congruent with the aforementioned perspectives on reflective practice, we establish as a starting point the need for teachers to have an open philosophical outlook on teaching. We consider this openness the fundamental condition for success of the SA approach. The second section is focused on the proposed guided protocol that emphasizes reflective practice, while the final section addresses the contribution of knowledgeable and committed peer-evaluators and their responsibilities, which is the component that closes the dynamic circle. In the proposed SA model (see Figure 1), all these components are interrelated and play a dialectical role in accomplishing the desired outcome to improve teaching practices by combining and blending the strengths of both self- and peer evaluations.

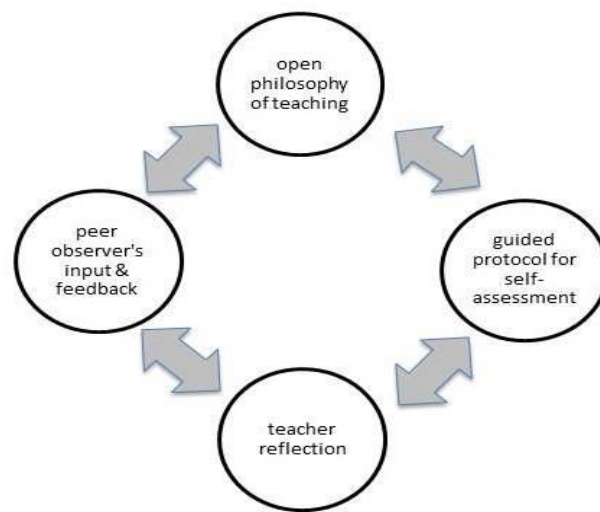


Figure 1. The Four Components of the Dialectical Relationship

2. What is Self-Assessment?

Although some researchers posit that the process of reflective teaching typically starts either when teachers face a difficulty that cannot be solved easily or when they encounter a problem during instruction (Dewey, 1933, 1938; Schön, 1983, 1987), we believe that difficult episodes or challenging circumstances need not be the only impetus for self-assessment. In our specific case, as FL teacher-trainers, the SA model was conceived as the result of a long thought process. Several aspects aligned and motivated us to look for alternatives to make *our* teaching practices more effective. Firstly, after supervising future and current foreign language teachers for several years, we found ourselves discouraged by the limited impact of our observations and recommendations. Secondly, the available models did not provide observed instructors with the opportunity to reflect on their teaching activities. Thirdly, with regard to the letters written by our peers about our own teaching, we were often disappointed by the lack of specific suggestions on how to improve our instruction and by the lack of their understanding of the pedagogical reasons that had motivated us to plan certain activities for the observed class periods.

Thus, we align ourselves with Zeichner and Liston (2014), who state that “the process of understanding and improving one’s own teaching must start from reflection on one’s own experience”, because “the sort of ‘wisdom’ derived entirely from the experience or research of others is impoverished” (Zeichner & Liston, 2014, p. 6). Therefore, instead of building our wisdom on observing others—a task we carry out repeatedly each semester with our pre-service and in-service teachers—we began to reflect upon our own teaching practices and developed a protocol for ourselves that would also serve as a model for other practitioners.

A sincere commitment to personal professional growth and development is key. As Mercado and Mann (2015) claim, “self-development is only possible through a commitment to reflection, self-monitoring,

and self-evaluation” (p. 36). Moreover, we believe that a commitment to these practices offers “the only possible basis for long-term change” (Roberts, 1998, p. 35). Our commitment to reflective practice has led us to develop our protocol, which demonstrates our desire to promote both professional and personal growth in ourselves and in other teachers.

Although various definitions of SA can be found (see, among others, Bailey, 1981; Barber, 1990; Bengtsson, 1995; Dinkelman, 2003; Gay & Kirkland, 2003; Okas, van der Schaaf, & Krull, 2014; Zeichner & Liston, 2014), in this article, SA is conceived as a teaching-observation reflection model in which teacher and observer are both dedicated to the improvement of teaching. To that end, our model requires the blending of both *self* and *peer*-observations. Regarding peer observations, the responsibility remains firmly with the teacher being observed rather than resting on the observer, since the observed instructor is the one who writes the self-report, taking into consideration the feedback and insights offered by the peer and establishing a dialogue with the peer. However, as will be discussed in the last section, our proposed SA model emphasizes the quality of the feedback that observed teachers receive from their peers. Under our approach, peer evaluators must be dedicated to their colleague’s growth and responsible in providing feedback. They must also provide feedback aimed at improving teaching practices in the specific discipline of the teacher being observed (Dinkelman, 2003; Dochy, Segers, & Sluijsmans, 1999; Hill, Charalambous, & Kraft, 2012; Kearney, 2013). In fact, as shown in our observation form (see appendix A), our model requires peers to make specific suggestions on how to improve observed teaching practices by clearly expressing the aspects or practices they would have done differently if they were the teachers. In this model, peers are no longer merely spectators but rather active participants in professional development. They are expected to make recommendations for improvement and there is a specific space for them to do so. Thus, the observed instructor, who expects these suggestions, has the opportunity not only to reflect upon the offered suggestions but he/she is also able respond to them. By incorporating these principles, SA can be an effective tool not only for personal and professional development for teachers who are highly motivated to polish and refine their teaching practices, but also for institutional growth.

3. Philosophical Attitude towards Teaching

According to Bailey (1981), effective SA arises from a teacher’s desire to become a better practitioner in the classroom and entails a “systematic and comprehensive approach to instructional improvement” (p. 5) that teachers can employ in a “self-directed” manner (p. 5). This outlook, which combines willingness, openness, and initiative, also serves as the foundation for the development and practice of our approach to SA. Only instructors who are willing to enhance their teaching through continual self-reflection on their areas for improvement will be successful in this endeavor. As Zeichner and Liston (2014) state, the “assumption of responsibility is a central feature of the idea of a reflective teacher” (p. 6).

In our practice we have tried to modify teachers' philosophical perspective on teaching and their approach to classroom practice. This is easier to do with graduate students and student-teachers, because we have some degree of control over them and we can influence their beliefs about teaching. Ultimately, as shown in the next excerpts—in which participants had the opportunity to reflect on what we have called SATS (*self-assessment of teaching statement*)—they do come to realize the value of this approach to improve their teaching. However, we have also come to realize that if practitioners do not change their philosophical attitude towards teaching and the improvement of classroom practice, no model will work.

“When I was first told about the SATS I did an internal groan because I thought it was just one more thing I had to do in my already busy schedule. I didn't approach it with the best attitude at first for this reason. After my first observation though I realized how valuable it was to be able to actually record myself teaching and then reflect on the positive/negative aspects of the lesson. It helped me to set goals and push both myself and my students to accomplish another level of language acquisition [...] Self reflection is a skill that will help me throughout my entire teaching experience” (Preservice Spanish teacher).

“The SATS has served as a helpful ‘checkup’ during the semester to keep me aware of my teaching and any new habits or tendencies I might be developing, that is, things I might not notice on my own as I'm busy attending to all of the other aspects of teaching. Sometimes it can be difficult to get into the headspace necessary for critical reflection, but doing the SATS at least once a semester makes it easier for me to reflect more regularly on my teaching practices, even when I'm not being observed” (in-service French instructor).

“The SATS allowed me to document in detail the things I see and do not see during my teaching. Everyone will agree that watching yourself teach for the first time is uncomfortable, but I told myself that this is to improve my teaching [...]. As for observing my students from a different angle, I saw things I normally do not notice, like the students' expressions that I miss if I am turned around or helping other students. I could see when they understood or did not understand” (in-service Arabic instructor).

4. Guided Protocol for Reflective Practitioners

Drawing on over 40 years of collective experience in teacher preparation, we developed a protocol to foster professional development in novice and experienced teachers through a process of self-observation, self-assessment, peer assessment, and reflection. As mentioned above, the outcome of this process is a *Self-Assessment of Teaching Statement* (SATS), in which the teacher blends elements from the lesson plan, the video-recorded lesson, self-assessment, and observer's notes (based on specific prompts). The components of the process are schematized in Figure 2.

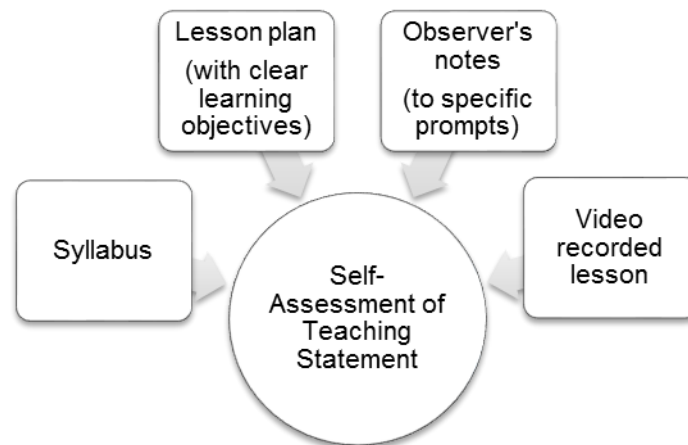


Figure 2. The SATS Approach

We invite the teachers with whom we work to engage in self-assessment and peer assessment repeatedly over time, following the protocol we developed. Thus, we have collected several SATS on multiple novice teachers of various foreign languages. The protocol fosters a collaborative outlook as teacher and observer jointly prepare for the observation and discuss key points on which the observation will be focused. Table 1 shows the seven steps of our observation protocol.

Table 1. Seven Steps of the Observation Protocol

Seven Steps of the Observation Protocol	
1	At least a week ahead of time, Teacher and Observer coordinate what date/time/location the observation will take place.
2	Teacher arranges for someone to video record the lesson that will be observed.
3	No less than 48 hours before the scheduled observation, Teacher emails Observer two documents: syllabus for the course and detailed lesson plan for the day.
4	Teacher and Observer meet to review objectives and areas of concern. This can be done over the phone, if a meeting is not possible.
5	While observing, Observer takes notes on the Observation Form. Crucially, Observer does not send notes to Teacher until Teacher does step 6.
6	Teacher watches self on video and writes a self-reflection mentioning specific aspects of the lesson that went well and specific things that could be improved. Teacher sends this self-reflection to Observer, at which point Observer sends Observer's notes to Teacher.
7	After reading Observer's notes, Teacher integrates own and Observer's notes in a Self-Assessment of Teaching Statement (SATS).

Note. Adapted from Spicer-Escalante, M. L. (2015, August).

As can be seen in Table 1, our seven-step approach includes a pre-observation meeting, teacher reflection on the video-recorded lesson, and integration of observer's notes. In our model, it is crucial that the teacher watch and reflect on the video before receiving the observer's notes, so as not to be influenced a priori by the observer's critique. This tactic engages the teacher in critical self-reflection. The aim of our observation form is to have observers respond to three prompts: what I liked; what I didn't like; and what I learned from doing this observation. The observation form consists of four parts (see sample provided in the appendix A):

- 1) Description of the action in the classroom—in chronological order, what did the teacher do, what did the students do? No evaluative comments here, only description.
- 2) Specific things that the observer liked about certain components of the lesson and why (observer cites research literature where applicable).
- 3) Three things the observer would have done differently—each of these three items consists of three parts: something specific that the teacher did, how the observer would have done this differently, and why the observer's way would be better (observer cites research literature where applicable).
- 4) Brief statement on what the observer learned from the observation.

Thus, the SATS approach not only depends on teacher initiative and centers the observation on the teacher; it also connects classroom practice with the research literature.

In Table 2, we offer a sample of the positive comments made by our students on their peers' instruction. These comments demonstrate that the observers (undergraduate and graduate students in Foreign Language Education programs) focused their attention on particular aspects of foreign language teaching that foster the communicative approach (Ballman, Liskin-Gasparro, & Mandell, 2001; Brandl, 2008; Ellis, 2012; Lee & Van Patten, 2003; Shrum & Glisan, 2016). The observers' comments address such aspects as teacher strategies to make the input comprehensible for learners, teacher's ability to design student-centered activities, teacher's and students' use of the target language, and other aspects that foster implementation and success of the communicative approach. Table 2 also demonstrates that these observations can be carried out meaningfully regardless of the instructor's target language or the observer's target language. That is, effective classroom practices in foreign-language education are the same, regardless of the language being taught. Table 2 shows that the features of effective foreign-language teaching can be identified by observers regardless of whether the observer knows or speaks the language being taught in the class observed. It is important to point out that all comments in Table 2 were supplied by observers who were novice teachers with 1 semester to 3 years of teaching experience. Thus, the comments demonstrate that novice teachers are capable of identifying effective practices when they observe other teachers.

Table 2. Positive Feedback from Observer

Observer's Target language	Instructor's Target language	Comment
Spanish	Spanish	I liked how the teacher made the students accountable for the information that they were sharing with their classmates after every activity.
English	Spanish	Several different types of Multiple Intelligences were carried out during the lesson today: visual, auditory, linguistic, and kinesthetic-based learning styles.
Spanish	Spanish	When doing pair activities, students were given a reasonable amount of time, but not enough to get off topic.
English	Chinese	Most of the activities in the class were done in partners or groups of three, which allows students to have significant amounts of interaction with each other and gain help from the instructor and classroom assistant when help is needed.
French	Arabic	The teacher did a lot of modeling before asking students to do an interactive activity.
English	Russian	When she was giving examples, she mentioned famous people that students could either relate to or thought were funny. I think that making students laugh is extremely helpful because it lowers their affective filter.
English	Russian	The teacher used the target language around 98-99% of the time, even though this was a novice-level class. Because of all the great visuals, the students seemed to understand everything.
Spanish	French	The class seemed relaxed with students laughing at things the teacher said and having actual conversation among themselves in the target language. I like the way the students worked with each other.
Spanish	Spanish	The teacher used images to teach vocabulary, not just native-language equivalents.
Spanish	Spanish	In this class, students have oral as well as written exams. This signals that speaking matters!

As Table 2 shows, the observers were able to make explicit connections between what they knew about effective pedagogy and what they saw happening in a real classroom.

Our observation form also guides observers to make critical comments on their peers' performance in the classroom. A key requirement is that observers connect their critique with what they have learned in

their courses about the communicative approach (Ballman, Liskin-Gasparro, & Mandell, 2001; Brandl, 2006; Ellis, 2012; Lee & Van Patten, 2003; Shrum & Glisan, 2016). We display a sample of the observers' constructive criticisms in Table 3.

Table 3. Observers' Critical Comments

What I would have done differently	How I would have done it	Why my way would be better
The new vocabulary was presented in a PowerPoint, and directly afterwards the students were expected to use it in a group activity.	I would present the vocabulary and try to give examples using it, as well as provide more input before expecting the students to speak.	This allows the students to have a longer period of input, which would make it more likely that they will remember what that word means.
The students were sometimes placed in large groups for activities.	I would place the students in groups of 2-3, and very rarely 4.	This makes it so that each student is more likely to participate, and therefore learn.
Activities were based around some grammatical principles.	I would have found a clear real-world task that used one or more of the new points to tie the lesson together.	With an activity that reflects a realistic real-world situation, the grammar learned in the lesson takes on meaning and has more practical value.
Minimal target language use with students prior to beginning class.	I would greet my students as they walk in the door and engage in small talk while getting my materials ready.	Having some light target-language conversation lowers anxiety and gets students prepared to use and hear the language for the rest of the class time.
Teacher played a popular song with the music video that used the grammatical structure being taught. There was no specific task for students to do while listening to the song.	I would have printed out the lyrics and either left some blanks for them to fill in while listening or have them highlight the structure being taught while listening.	Having a task to complete makes students accountable for listening and attending to the meaning of the song. Otherwise, there is no pedagogical purpose in listening to the song.
One activity had too many steps, causing some students to finish much sooner than others. A few students seemed kind of lost.	I would have designed two or three shorter activities to accomplish the same goal.	Learners do better with shorter, doable activities, so they can stay focused.

The excerpts in Table 3 show that even novice teachers are able to offer constructive feedback to their colleagues about specific classroom practices and to articulate why a suggested alternative technique or strategy would be better.

As part of the protocol, teachers who are being observed must also video record themselves, watch the video recording, and do a self-assessment of the recorded lesson before receiving feedback from observers. After the teacher sends the self-assessment notes to the observers, the observers send in turn their notes to the teacher who was observed. Integrating comments from peers with the notes from the self-assessment, the teacher then writes a Self-Assessment of Teaching Statement (SATs). The SATs we have collected and analyzed show that teachers can develop action plans based on observing themselves and being observed and critiqued by others. Excerpts of teacher-submitted statements mentioning specific action aimed to improve their classroom practice are offered in Table 4.

Table 4. Teacher Statements Describing Problems and Solutions

Teacher Statements Describing Problems and Solutions

I noticed that sequencing of learning activities was not a strong point of this class. Next time I teach this lesson, I will do the board activity before the cartoon activity to give the students an opportunity to review the lexis they need for the cartoon activity. Besides the vocabulary review, such sequencing will allow the students to focus on the grammatical forms required to carry out the cartoon activity successfully.

My observer commented that I could be more patient and have enough wait time before interrupting the students' thoughts. I did not notice this at first, but then went back and paid attention the second time I watched the video. Starting today, I'm going to count slowly to five in my head each time after I ask a question.

The main weakness of the lesson was that I crammed too much content into a 50-minute period. I will need to spread this lesson out over two days next semester.

My observer commented on my practice of error correction. She recommended that instead of doing this in an indirect manner (providing the right answer through a recast), I could elicit self-repair on the part of the student by asking a question ("do you want to use plural here?") or repeating the student's utterance with rising intonation to signal an error. I want to become more intentional about error correction, but I don't know how at this point. I'm going to read about this.

I agree with the observer that my directions for group work were too rushed for the second activity. Some of the students then didn't understand what they were supposed to do. When I noticed the confusion, I ended up having to do the directions again and more slowly, so it was pointless to have rushed the first time. It is important to slow down and read students' faces before I decide they're ready to do the activity.

As the statements in Table 4 show, novice teachers who follow the protocol we have developed are able to analyze their own teaching, respond to comments from peer observers, and propose specific actions

to improve their teaching. Thus, our approach offers concrete steps to address the oft-heard lament that classroom practice does not reflect what research has shown (Bayyurt & Sifakis, 2015; Colby & Stapleton, 2006; Dewey, 2015; Spicer-Escalante & deJonge-Kannan, 2014). We agree with Dewey (2015) that teachers need to be better prepared, that exposure to and involvement with reflective practice must start early in their career, and that it must be a constant component of their curriculum. Therefore, if pre-service teachers are exposed to SA earlier in their teaching career and they experience the benefits of a reflective approach to teaching, the likelihood is greater that they will become reflective practitioners.

5. Reflective Practitioners

Our data show that novice teachers are capable of critical reflection on their own practice. They can identify areas of weakness in their teaching, articulate steps to take for improvement, and evaluate for themselves whether they are improving (Burns, 2015). As Barber (1990) has underlined “the greatest value of self-assessment is the increased instructional improvement that results from a greater insight into one’s own strengths and weaknesses” (p. 218). Indeed, teachers have been found to be more committed to change that they themselves have identified as necessary than to change that has been imposed upon them by a district or a supervisor.

Peer assessment can be done by novice peers or expert peers. Recently, we have begun experimenting with multiple-peer feedback, in which both novice peers and expert peers participate. This approach incorporates aspects of the lesson study approach (Fernandez, 2002; Lewis, 2002; Lewis, Perry, & Murrata, 2006). Multi-peer feedback has been met with affirmation, as the comments below attest.

“Being able to observe my fellow student teachers was a great experience because I was able to see great teaching in action. While their teaching was not perfect, it did contain lots of elements that I want to emulate in my own teaching. I was also able to recognize aspects of their teaching that needed improvement. These improvements caused me to self-reflect on if or how I committed the same mistakes with my own teaching” (Spanish instructor with 1 semester of teaching experience).

“Along with my peers, I have been observed by others, given feedback, and made improvements in my teaching. On the same note, I have had opportunities to observe others, give my own feedback, and watch improvements in other classrooms. These collective experiences have strengthened my own resolve to continuously improve as a teacher and learner” (Spanish instructor with 1 semester of teaching experience).

When novice teachers finished with the course or program for which SATS were required, their post-reflection comments are collected. We can assume that the teachers write honestly and without concern for their grade, as the course or program is finished and grades have already been posted. The teachers’ post-reflection comments demonstrate that novice teachers who have engaged with the SATS

approach several times see the benefits and are committed to continued reflection on their practice. Moreover, they recommend it to others. The excerpts below illustrate this finding.

“Overall, observing other language teachers and myself has been a great learning experience. It is one of the best things for a teacher to do because it gives the teacher the opportunity to reflect upon the challenges of teaching a successful lesson. It is something I want to continue to do, because I want to continue to strive for excellence as a language teacher. I am grateful for the opportunity to better myself as a teacher by participating in observing others and myself” (Spanish instructor with 4 years of teaching experience).

“My experience has been positive as I have been able to see what I need to improve on. With the combination of the recording of the lesson and the observer feedback, I get that much closer to understanding how I really teach [...] I have continued using the SATS model [...] I plan to continue self-assessing my teaching” (Spanish instructor with 3 years of teaching experience).

“I have [self-assessed my teaching] mentally after each class and taken notes. I ask myself what I thought went well and what did not, why, and how to improve. I also ask myself how well I executed my lesson plan. How well did my students respond to the lesson. This way of breaking up my thinking or analysis of my own classes according to the SATS model has made things clear and much easier to make changes to improve the dynamics of my teaching” (Arabic instructor with 2.5 years of teaching experience).

“I’ve used SATS in various forms throughout my time [in the graduate program] and it has been very beneficial to my teaching. It helps me keep self-reflection closer to the forefront of my mind and I find myself being more self-reflective after classes than I was before I started using this model. If I have the means and my supervisors allow it in my future career, I’d like to continue using this model or some iteration of it to regularly “check in” with my teaching practice” (French instructor with 2 years of teaching experience).

“I am hoping to use it when I teach Dual Language Immersion, I just simply feel it’s a more concrete way to show my teaching” (Chinese instructor with 2 years of teaching experience).

The SATS model we developed has already served a variety of professional purposes. As supervisors, we use the SATS approach for regular evaluation of classroom practices by teachers-in-training (see Mabe Willey, 2016). In turn, novice teachers use what they have learned from implementing the SATS approach. For example, during a job interview, they are able to articulate in specific ways how they are reflective practitioners. As one of our participants expressed, “the SATS model can really help with a job interview when Human Resources asks me about my teaching experience”. Our colleagues in higher education have used the SATS approach in their own teaching portfolios that form part of their dossier for promotion and tenure. Thus, we have several sources of evidence attesting to the value of the SATS approach for teachers in a variety of educational settings in all stages of their career.

6. Conclusion

As seasoned professionals in language teacher training, we developed the SATS approach as a natural response to our desire to improve teaching practices and to promote a more responsive and responsible teacher-training approach, in which both teachers and observers are active participants of the teaching and learning processes. We believe that “if teachers develop skills in self-evaluation and peer evaluation then these skills are more likely to be passed onto language learners” (Mercado & Mann, 2015, p. 36).

On the one hand, our implementation of SATS forms the culmination of our efforts to change perspectives on teacher preparation, which we began years ago with ourselves as models, and which has been modified and fine-tuned multiple times as necessitated by practical experience. On the other hand, SATS represents also the beginning of a new era in our teacher-training program. SATS is now a required process for all pre-service and in-service teachers who are under our guidance and mentorship. The evidence presented here shows that these novice teachers have started to transform their philosophical attitude towards teaching.

We hope and trust that these practitioners, who conceive teaching now as a long-term learning process, continue reflecting on their practices in the classroom throughout their teaching career. We agree with Roberts (1998) that, in the educational system, self-reflection is “the only possible basis for long-term change” (Roberts, 1998, p. 305). While putting into practice this model, we have received valuable feedback from these reflective practitioners, who have learned and grown from responsibly observing themselves and their peers. As Zeichner and Liston (2014) have stated:

Reflection as a slogan for educational reform also signifies a recognition that the process of learning to teach continues throughout a teacher’s entire career, a recognition that no matter how good a teacher education program is, at best it can only prepare teachers to begin teaching (Zeichner & Liston, 2014, p. 6).

Adapting SATS to our teaching requires not only being open to new changes but also to abandoning and renouncing certain practices with which teachers feel comfortable. The implementation of the SATS model has demonstrated that addressing teaching as a whole activity, which includes analyzing, evaluating, and reflecting, is the only path towards a new conception of classroom practice. Likewise, SATS has proven to be a more sensitive approach to teaching and evaluation because it entails a dialogue between observed instructor and observers. Moreover, as stated at the beginning of this article, SATS has been an excellent instrument to inform our peers, within and outside of our field, about our discipline and about the complexities involved in the training of foreign language teachers.

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Appendix A

Observation Form

Name of Teacher Observed _____ Date _____

Language/Level taught _____ Institution _____

1. **Components of the lesson, in order, with detail, in about 7-10 minute intervals**
2. **What I liked**
3. **What I would have done differently if I were the teacher**

<i>Three things the teacher did</i>	<i>How I would have done it differently</i>	<i>Why I think my way will work better</i>
1		
2		
3		

4. **What I learned from doing this observation**